



# PROCEEDINGS

## International Seminar **LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6**

**“Empowering Families, Schools, and Media  
for Maintaining Indigenous Languages”**

**August 9—10, 2016**



Compiled by  
**Agus Subiyanto, Suharno, M. Suryadi,  
Wuri Sayekti, and Tohom Marthin Donius Pasaribu**

**Master Program in Linguistics, Diponegoro University  
in Collaboration with  
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Semarang, Indonesia

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## NOTE

This international seminar on Language Maintenance and Shift 6 (LAMAS 6 for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics, Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 107 papers and abstracts presented at the seminar. Some of the papers have been selected to be published in *Parole: Journal of Linguistics and Education*, and for these papers only the abstracts are published in the proceeding.

Of the papers, 4 papers were presented by invited keynote speakers. They are Peter Suwarno, Ph.D. (Arizona University, USA), Mukhlis Abu Bakar, M.A., Ph.D., (National Institute of Education, Singapore), Dr. Agus Subiyanto, M.A. (Diponegoro University, Indonesia), Hywel Coleman, M.A., OBE (University of Leeds, UK).

The topic areas of the papers cover Sociolinguistics (16 papers), Discourse Analysis (14 papers), Language Acquisition (1 paper), Language & Culture (5 papers), Linguistics in Education (10 papers), Language in Politics (1 paper), Pragmatics (21 papers), Psycholinguistics (3 papers), Semantics (12 papers), Phonology (2 papers), Morphology (1 paper), and Syntax (11 papers).



**SCHEDULE OF THE INTERNATIONAL SEMINAR ON LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 6****August 9—10, 2016 in Pascasarjana, Diponegoro University (Imam Bardjo, S.H. No.3-5 Street, Semarang, Indonesia)**

| TUESDAY, AUGUST 9, 2016 (FIRST DAY) |                                       |   |  |                                   |                         |
|-------------------------------------|---------------------------------------|---|--|-----------------------------------|-------------------------|
| TIME                                | NAME                                  | TITLE   |  | ROOM                              | CHAIR PERSON            |
| 07.00 – 08.00                       | REGISTRATION                          |   |  | LOBI HALL, TTB A, 6th FLOOR       | COMMITTEE               |
| 08.00 – 08.05                       | INDONESIA RAYA ANTHEM                 |   |  | CONVENTION HALL, TTB A, 6th FLOOR | NAILA (COMMITTEE)       |
|                                     | SPEECH FROM THE COMMITTEE             |   |  |                                   | KETUA COMMITTEE         |
| 08.05 – 08.15                       | OPENING                               |   |  |                                   | DEKAN FIB UNDIP         |
| 08.15 – 11.15                       | PLENARY SESSION 1                     |   |  |                                   | Dr. Deli Nirmala, M.Hum |
|                                     | Hywel Coleman, M.A., OBE              | FLUCTUATIONS IN LANGUAGE-IN-EDUCATION POLICY AND PRACTICE IN INDONESIA, 1901-2015   |  |                                   |                         |
|                                     | Mukhlis Abu Bakar, Ph.D.              | BILINGUALISM AND THE MAINTENANCE OF THE MOTHER TONGUE IN MULTILINGUAL SINGAPORE   |  |                                   |                         |
| PARALLEL SESSION 1                  |                                       |   |  | CLASS ROOM, TTB B, 3rd FLOOR      | COMMITTEE               |
| 11.15 – 12.45                       | Nurhayati                             | DISCOURSE AGAINST LGBT  |  | CLASS B301                        | COMMITTEE               |
|                                     | Yasir Mubarak                         | ANALISIS WACANA KRITIS REPRESENTASI PEREMPUAN KORBAN PEMERKOSAAN DI SITUS BERITA ONLINE   |  |                                   |                         |
|                                     | Ajeng Dianing Kartika                 | CITRA PENGUNGSI DAN PENCARI SUAKA DI JERMAN; KAJIAN WACANA KRITIS PADA KOMENTAR PEMBACA SURAT KABAR ONLINE ZEIT                         |  |                                   |                         |
|                                     | Norfaizah Abdul Jobar & Anida Sarudin | REPRESENTASI ‘PROSES’ DALAM WACANA UNIT PENDAHULUAN PENULISAN KARANGAN  |  |                                   |                         |
| 11.15 – 12.45                       | Sa’adijah Ma’alip & Rahilah Omar      | PEMILIHANBAHASA MASYARAKAT CHETTI DI MELAKA NAME/NAMA   |  | CLASS B302                        | COMMITTEE               |
|                                     | Pardi Suratno                         | BAHASA SEBAGAI REPRESENTASI KEKUASAN KOLONIAL TERHADAP MASYARAKAT PRIBUMI (STUDI PADA NOVEL JAWA PRAKEMERDEKAAN TERBITAN BALAI PUSTAKA) |  |                                   |                         |
|                                     | Riza Sukma                            | SITUASI PSIKOLOGIS DALAM PEMILIHAN BAHASA OLEH PENUTUR BAHASA BETAWI DI JAKARTA: KAJIAN SOSIOLINGUISTIK                                 |  |                                   |                         |
|                                     | Yulia Mutmainnah                      | ‘WARTEG’ FOOD SELLERS’ LANGUAGE ATTITUDES TOWARD TEGAL DIALECT OF JAVANESE LANGUAGE IN SEMARANG   |  |                                   |                         |

| TIME               | NAME   | TITLE  | ROOM                         | CHAIR PERSON |
|--------------------|--|--|------------------------------|--------------|
| 11.15 – 12.45      | Sri Rejeki Urip & Ayudhia Ratna Wijaya         | EVALUASI BUKU PANDUAN DEBAT “DEBATING” DAN “PANDUAN DEBAT KOMPETITIF” DALAM RANGKA PENGEMBANGAN BUKU PANDUAN DEBAT DALAM BAHASA PRANCIS            | CLASS B303                   | COMMITTEE    |
|                    | Tubagus Chaeru Nugraha                         | PERISTILAHAN POLITIK ARAB DALAM BAHASA SUNDA: KAJIAN SEMIOTIK BAHASA BIDANG POLITIK  |                              |              |
|                    | Wening Sahayu                                  | SEKARANG ANDY GOES TO SCHOOL BESOK ANDY GEHT IN DIE SCHULE: FENOMENA PERKEMBANGAN BAHASA DAN BUDAYA NAMA DIRI DI INDONESIA                         |                              |              |
|                    | Trisnowati Tanto                               | THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A   |                              |              |
| 11.15 – 12.45      | Suwandi & Sri Wahyuni & Th. Cicik Sophia B     | THE NON-ENGLISH LECTURERS’ READING COMPETENCE IN READING ENGLISH TEXT AT HIGHER EDUCATION IN CENTRAL JAVA  | CLASS B304                   | COMMITTEE    |
|                    | Uswatunnisa                                    | THE INFLUENCE OF BAHASA MANDAR TOWARDS STUDENTS’ ENGLISH PRONUNCIATION (CASE STUDY ON STUDENTS OF JUNIOR HIGH SCHOOL 1 TINAMBUNG, POLEWALI MANDAR) |                              |              |
|                    | Yohana Ika Harnita Sari                        | LETTER NAME (ALPHABET) AND LETTER SOUND (A FIELD STUDY AT KINDERSTATION PRESCHOOL (TK CAHAYA BANGSA UTAMA) YOGYAKARTA)                             |                              |              |
|                    | Nia Kurniawati                                 | THE PRE-SCHOOL TEACHERS’ UNDERSTANDING ON EARLY LITERACY: IMPLEMENTATION AND OBSTACLES IN TEACHING-LEARNING ACTIVITIES                             |                              |              |
| 11.15 – 12.45      | Hubbi Saufan Hilmi & Fabio Testy Ariance Loren | BENTUK DAN PENGGUNAAN PRONOMINA PERSONA PADA BAHASA SASAK DIALEK NGENO-NGENE DI DUSUN MONTONG MEONG DESA LABUHAN HAJI KABUPATEN LOMBOK TIMUR       | CLASS B308                   | COMMITTEE    |
|                    | Husni Syukri Khotami & Ageng Sutrisno          | BANJARHARJO IS TRULY SUNDANESE   |                              |              |
|                    | Prihantoro                                     | THE DYNAMICS OF LOANWORD PROSODY: A CASE STUDY OF ‘JAMAAH’ IN INDONESIAN   |                              |              |
|                    | Agni Kusti Kinasih                             | LINGUISTIC FEATURES OF SINGAPORE COLLOQUIAL ENGLISH FOUND IN A LOCAL ENGLISH-LANGUAGE MOVIE ENTITLED SINGAPORE DREAMING                            |                              |              |
| 12.45 – 13.45      | LUNCH BREAK (ISHOMA)                           |  | TTB B, 3rd FLOOR             | COMMITTEE    |
| PARALLEL SESSION 2 |  |  | CLASS ROOM, TTB B, 3rd FLOOR | COMMITTEE    |
| 13.45 – 15.15      | Sulis Triyono                                  | MEANINGS OF OBJEKTIVE UND SUBJEKTIVE MODALVERBEN CONSTRUCTIONS IN GERMAN SENTENCES AND THEIR EQUIVALENCES IN INDONESIAN                            | CLASS B301                   | COMMITTEE    |
|                    | Trisnowati Tanto                               | THE POWER OF LANGUAGE OF AN INTERNET WEBSITE IN INFLUENCING PEOPLE’S PERCEPTION: A   |                              |              |
|                    | Anisa Larassati & Nina Setyaningsih            | THE KEYBOARD WARRIORS: EXPRESSING HATRED AND JUDGEMENT ON “ANOTHER” WOMAN THROUGH HATERS’ INSTAGRAM ACCOUNT  |                              |              |
|                    | Anisa Zuhria Sugeha & Ika Nurfarida            | PERBANDINGAN KOLOKASI KATA IBU DAN BUNDA DALAM KORPUS BAHASA INDONESIA   |                              |              |



| TIME                      | NAME  | TITLE   | ROOM                         | CHAIR PERSON |
|---------------------------|---|---|------------------------------|--------------|
| 13.45 – 15.15             | Agnesia Arum S. & Intan Mustika & Sarah Sumponogati & Uswatunnisa | <i>COMMISSIVE ILLOCUTIONARY ACT ACROSS LANGUAGES: JAVANESE AND MANDARESE</i>  | CLASS B302                   | COMMITTEE    |
|                           | Almira Fidela Artha & Fina Syahadatina & Okta Enggiana Pradevi    | “SENYUM CEMERLANG, SENYUM PEPSODENT” ANALISIS DIAKRONIK BENTUK BAHASA IKLAN PEPSODENT DALAM 4 DEKADE: KAJIAN SOSIOPRAGMATIK                               |                              |              |
|                           | Azzahra Egeng & Ferina Kumala Dewi & Riza Sukma                   | MAKNA KATEGORI PARTIKEL DALAM IMPLIKATUR KONVENSIONAL DI TIGA BAHASA DAERAH: SEBUAH KAJIAN TEORI RELEVANSI  |                              |              |
|                           | Bayu Aryanto  | STRATEGI PENOLAKAN AJAKAN BAHASA JEPANG (STUDI KASUS MAHASISWA SASTRA JEPANG UNIVERSITAS DIAN NUSWANTORO DAN PENUTUR ASLI JEPANG)                         |                              |              |
| 13.45 – 15.15             | Agus Ridwan   | GRAMATIKALISASI SATUAN BAHASA BIS ‘SAMPAI’ DALAM BAHASA JERMAN  | CLASS B303                   | COMMITTEE    |
|                           | Farikah   | <i>ANALYSIS OF NOMINAL GROUP CONSTRUCTION OF THE STUDENTS’ WRITTEN TEXTS</i>  |                              |              |
|                           | Indah Melisa & Ratna Juwitasari Emha                              | PERUBAHAN FONOLOGIS PADA DIALEK BAHASA INDRAMAYU SEBAGAI PRINSIP LEAST EFFORT DALAM BERTUTUR  |                              |              |
|                           | Heny Sulistyowati & M. Syaifuddin S.                              | <i>SYNTAX STRUCTURE OF ADJECTIVE PHRASE COMPARISON IN JAVANESE LANGUAGE</i>   |                              |              |
| 13.45 – 15.15             | Mahdi Ahmad   | PEMBENTUKAN VERBA MELALUI AFIKSASI DALAM BAHASA TERNATE   | CLASS B304                   | COMMITTEE    |
|                           | Rohendi Ali Muhamad   | <i>THE GENERAL STATEMENTS OF ANTECEDENT IN ENGLISH SENTENCE STRUCTURE</i>   |                              |              |
|                           | M. Suryadi  | BENTUK KESANTUNAN DENGAN MEMANFAATKAN KEKUATAN LEKSIKON EMOTIF-KULTURAL YANG DIMILIKI MASYARAKAT JAWA PESISIR: PEKALONGAN, SEMARANG, DEMAK                |                              |              |
| 13.45 – 15.15             | Jeanyfer Tanusy   | THE ANALYSIS OF LEXIS IN SUNDANESE PUPUH ‘KINANTI’  | CLASS B308                   | COMMITTEE    |
|                           | Ariya Jati  | POETIC LANGUAGE IN NAZARETH’S “LOVE HURTS”  |                              |              |
|                           | Fauzia  | ANALYZING LANGUAGE STYLE OF VOCATIONAL HIGH SCHOOL ACCREDITATION ‘SUGGESTION AND RECOMMENDATION’ TEXT   |                              |              |
|                           | Dewi Puspitasari  | “MOMMY, LET’S SING THE SONG WITH ME, PLEASE...” A NARRATIVE STUDY OF A YOUNG LEARNER IN THE JAVANESE LANGUAGE INQUIRY                                     |                              |              |
| <b>PARALLEL SESSION 3</b> |   |   | CLASS ROOM, TTB B, 3rd FLOOR | COMMITTEE    |
| 15.15 – 16.45             | Leonita Maharani  | TRANSITIVITAS DALAM CERITA RAKYAT PAPUA (SEBUAH KAJIAN LINGUISTIK SISTEMIK FUNGSIONAL PADA TEKS CERITA RAKYAT SUKU MEE PAPUA)                             | CLASS B301                   | COMMITTEE    |
|                           | Novian Denny Nugraha & Asih Prihandini                            | ANALISIS ALIH WAHANA MEDIUM PADA GAMES CLASH ROYALE SEBAGAI UPAYA PELESTARIAN BERBAHASA PADA KELUARGA PERKOTAAN UNTUK KEBUTUHAN BERCERITA (STORY TELLING) |                              |              |
|                           | Anggy Denok Sukmawati   | PROBLEMATIKA PENERAPAN MULOK BAHASA JAWA DI KABUPATEN PEMALANG  |                              |              |

| TIME          | NAME  | TITLE   | ROOM             | CHAIR PERSON |
|---------------|---|---|------------------|--------------|
| 15.15 – 16.45 | Anida Binti Sarudin                               | PENGUASAAN BIDANG BAHASA DI KALANGAN KANAK-KANAK PRASEKOLAH   | CLASS B302       | COMMITTEE    |
|               | Ika Inayati                                       | KEBERPIHAKAN MEDIA PADA KASUS RAZIA WARTEG DI SERANG (STUDI KASUS PADA ARTIKEL LIPUTAN6.COM: MENTERI AGAMA TEGUR CARA SATPOL PP RAZIA WARTEG DI SERANG) |                  |              |
|               | Halimah   | PERKEMBANGAN BAHASA ANAK PERIODE PRELINGUAL (STUDY KASUS PADA BAYI USIA 8 BULAN)  |                  |              |
|               | Hazairin Eko Prasetyo                             | DEVELOPING AN INDONESIAN HIGH SCHOOL CURRICULUM OF ELT THROUGH LITERATURE   |                  |              |
| 15.15 – 16.45 | Chendy AP. Sulisty & Dede & Wiwid Nofa Suciatty   | STRATEGI KESANTUNAN LINTAS BAHASA DI INDONESIA (SUNDA, BREBES, MELAYU) SEBUAH KAJIAN PRAGMATIK  | CLASS B303       | COMMITTEE    |
|               | Della Nathania & Muhammad Amin Ritonga & Romiyati | VARIASI TINDAK TUTUR EKSPRESIF LINTAS BAHASA (JAWA DAN MADAILING)   |                  |              |
|               | Freda Dyah Ayu Kusumaning Yandi & Yuni Triastuti  | ANALISIS DEIKSIS DALAM BAHASA JAWA DIALEK SEMARANG DAN DIALEK PEKALONGAN KAJIAN PRAGMATIK   |                  |              |
|               | Hendita Damayanti & Imam Santoso                  | GAYA TINDAK TUTUR TIDAK LANGSUNG DALAM BAHASA JAWA  |                  |              |
| 15.15 – 16.45 | Bernadette Santosa                                | THE LANGUAGE OF YOUNG PEOPLE IN SOME INDONESIAN ADVERTISEMENTS  | CLASS B304       | COMMITTEE    |
|               | Chusni Hadiati                                    | THE FUNCTIONS OF PHATIC EXPRESSIONS IN TRADITIONAL SELLING AND BUYING   |                  |              |
|               | Eli Asikin-Garmager                               | DIALECT VARIATION AS A WINDOW INTO LANGUAGE CHANGE – A SYNTACTIC EXAMPLE FROM SASAK (LOMBOK)  |                  |              |
| 15.15 – 16.45 | Dhion Meitrea Vidhiasi                            | THE ANALYSIS OF SUMBER WARAS CASE IN SINDONEWS’ EDITORIAL :“Sumber Waras bukan Pertarungan Opini” DATED APRIL 15TH, 2016                                | CLASS B308       | COMMITTEE    |
|               | Mohammad Andi Hakim                               | Mendobrak Konstruksi Islam Modern dalam Buku PAI dan Budi Pekerti SMA; Sebuah Praksis Kekerasan Verbal  |                  |              |
| 16.45 – 17.00 | BREAK   |   | TTB B, 3rd FLOOR |              |

| WEDNESDAY, AUGUST 10, 2016 (SECOND DAY) |  |  |                                   |  |
|---|--|--|-----------------------------------|--|
| TIME                                    | NAME   | TITLE  | ROOM                              | CHAIR PERSON                                 |
| 07.00 – 07.30                           | REGISTRATION   |  | LOBI HALL, TTB A, 6th FLOOR       | COMMITTEE                                    |
| PLENARY 2                               |  |  | CONVENTION HALL, TTB A, 6th FLOOR | Dr. Suharno, M.Ed./Drs. Pardi Suratno, M.Hum |
| 07.30 – 10.30                           | Prof. Dr. Dadang Sunendar, M.Hum                           | Kebijakan Bahasa di Indonesia  |                                   |  |
|   | Peter Suwarno, Ph.D  | Teaching Indonesian as a Diglossic Language: The Importance of Colloquial Indonesian for Pragmatic Competence and Local Languages Preservation                 |                                   |  |
|   | Dr. Agus Subiyanto, MA                                     | Determining Language Typology based on Directed-Motion Lexicalization Patterns as a Language Documentation: a Case Study on Javanese                           |                                   |  |
|   |  |  |                                   |  |
| 10.30 – 11.00                           | BREAK  |  | TTB B, 3rd FLOOR                  | COMMITTEE                                    |
| PARALLEL 4                              |  |  | CLASS ROOM, TTB B, 3rd FLOOR      |  |
| 11.00 – 12.30                           | Mualimin   | DIRECTIVES IN JAVANESE OF TEGAL: A CASE STUDY OF DRAMA ON PERTIWI RADIO  | CLASS B301                        | COMMITTEE                                    |
|   | Liya Umaroh  | STRATEGI TINDAK TUTUR DALAM TRANSKSI JUAL BELI DI PASAR TRADISIONAL JOHAR SEMARANG   |                                   |  |
|   | Lukman Isgianto  | A SPEECH ACTS ANALYSIS OF DIRECT AND INDIRECT ON ‘BIG CITY SMALL WORLD’ CONVERSATION SCRIPT OF BRITISH COUNCIL LEARNING ENGLISH: A STUDY OF DISCOURSE ANALYSIS |                                   |  |
|   | Mutiara Karna Asih & Ika Inayati & Nor Cholifah            | KEUNIKAN LEKSIKON PENANDA PRAANGGAPAN DALAM TIGA SUBDIALEK BAHASA JAWA (PURWOKERTO, BANTEN UTARA, DAN REMBANG)   |                                   |  |
|   | Raheni Suhita & Djoko Sulaksono & Kenfitria Diah Wijayanti | CAMPUR KODE DALAM MANTRA KANURAGAN IMPLEMENTASI SEBUAH PANGAJAB  |                                   |  |
|   | Sri Puji Astuti & M. Suryadi                               | REKONSTRUKSI POLA URUTAN FONEM PADA STRUKTUR LEKSIKON DIALEKTAL BAHASA JAWA PESISIRAN DI KOTA SEMARANG   |                                   |  |
|   | Siyaswati  | POLITENESS AND ITS USE THROUGH FOLKTALES: A SOCIO-PRAGMATICS STUDY   |                                   |  |
| 11.00 – 12.30                           | Kahar Dwi P.   | DARI EMPULOH MENUJU PYCNONOTIDAE: PERMUFAKATAN ANTAR PENUTUR BAHASA DAERAH DALAM PENYERAGAMAN KOSA KATA AVIARY   | CLASS B303                        | COMMITTEE                                    |
|   | Noor Malihah   | THE APPLICATIVE VOICE IN JAVANESE DIALECT OF KUDUS   |                                   |  |
|   | Yesika M. Ocktarani & Heri Dwi Santoso                     | PERSONAL DEIXIS IN RADIO BROADCASTING: EXTINCTION SIGNAL OF ‘KAMI’ IN INDONESIAN   |                                   |  |

| TIME          | NAME                      | TITLE   | ROOM                         | CHAIR PERSON |
|---------------|---------------------------|---|------------------------------|--------------|
| 11.00 – 12.30 | Kharisma Puspita Sari     | METAPHORS AND DIRECTIVE SPEECH ACTS IN THE JAVANESE PROVERBS  | CLASS B304                   | COMMITTEE    |
|               | Ema Rahardian             | POLA PIKIR PENUTUR BAHASA JAWA DIALEK SEMARANG DALAM RUBRIK “RAME KONDHE” DI HARIAN SUARA MERDEKA   |                              |              |
|               | Romilda Arivina da Costa  | PENGAMALAN AGAMA DAN PENGARUHNYA TERHADAP PERGESERAN BAHASA HATUHAHA DI MALUKU TENGAH   |                              |              |
| 11.00 – 12.30 | Noermanzah                | CHILD LANGUAGE ACQUISITION 1.4 YEARS OF AGE (RESEARCH CASE STUDY ON FAMILY BILINGUAL)   | CLASS B308                   | COMMITTEE    |
|               | Retno Purwani Sari        | IDENTITY-FORMING POWER OF CHILDREN STORIES’ TRANSLATION: TRANSLATION STUDIES  |                              |              |
|               | Suharno                   | JUXTAPOSING FIRST AND SECOND CULTURES IN ELT MATERIALS  |                              |              |
| 12.30 – 13.30 | LUNCH BREAK (ISHOMA)      |   | TTB B, 3rd FLOOR             | COMMITTEE    |
| PARALLEL 5    |                           |   | CLASS ROOM, TTB B, 3rd FLOOR |              |
| 13.30 – 15.00 | Pininta Veronika Silalahi | THE SEMIOTICS OF BATAK TOBA SOCIETY MARRIAGE TRADITION  | CLASS B301                   | COMMITTEE    |
|               | Agus Sudono               | PENAMAAN HALAMAN DAN RUBRIK DALAM SURAT KABAR SOLOPOS   |                              |              |
|               | Ratna Muthia              | HUBUNGAN MAKNA VERBA PERBUATAN BERMAKNA ‘MENINGGALKAN SUATU TEMPAT’ DALAM BAHASA JAWA NGOKO (STUDI KASUS LUNGA, MANGKAT, BUDHAL, DAN MINGGAT): SEBUAH KAJIAN SEMANTIK   |                              |              |
| 13.30 – 15.00 | Esther Hesline Palandi    | KAJIAN METAFORA DALAM PUISI (HAIKU) BAHASA JEPANG   | CLASS B302                   | COMMITTEE    |
|               | Festri Yudanika           | AWARENESS AND PHONOLOGICAL WORKING MEMORY IN THE ADULT ACQUISITION OF SECOND LANGUAGE PRONUNCIATION: A CASE STUDY   |                              |              |
|               | Hindun                    | PEMERKAYAAN BAHASA MELALUI FILM “ADA APA DENGAN CINTA 2” DAN “AISYAH: BIARKAN KAMI BERSAUDARA” SEBAGAI PRODUK BUDAYA BANGSA INDONESIA   |                              |              |
|               | Hanny Fauziah             | SYNTACTIC MISTAKES IN WRITING NEWS ON WEBSITE RESEARCH AND DEVELOPMENT CENTRE FOR MINERAL AND COAL TECHNOLOGY (A CASE STUDY ON WEBSITE: <a href="http://www.tekmira.esdm.go.id/newtek2/">http://www.tekmira.esdm.go.id/newtek2/</a> ) |                              |              |

| TIME          | NAME  | TITLE   | ROOM                              | CHAIR PERSON              |
|---------------|---|---|-----------------------------------|---------------------------|
|               | Deli Nirmala  | MIXED JAVANESE IN ENGLISH DEPARTMENT STUDENTS' UTTERANCES AS A SYMPTOM OF LANGUAGE SHIFT (POLITENESS AND EMBODIMENT PERSPECTIVES) |                                   |                           |
|               | Nathaniel Davin P. & Calvin Candra & Aswita A. Ersu M. & Prihantoro | STUDENT'S ATTITUDE TOWARDS DICTIONARY AND ITS USAGE: A CASE OF STUDY FOR ENGLISH DEPARTMENT STUDENTS DIPONEGORO UNIVERSITY        |                                   |                           |
| 13.30 – 15.00 | I Gede Arga Anggara   | A STUDY OF DEIXIS USED IN TOP FIVE WALDJINAH'S POPULAR KERONCONG SONGS LYRICS   | CLASS B304                        | COMMITTEE                 |
|               | Irma Winingsih  | PENGUNAAN HEDGES ~ TO OMOIMASU SEBAGAI SALAH SATU USAHA PEMERTAHANAN KESANTUNAN BERTUTUR DALAM BAHASA JEPANG                      |                                   |                           |
|               | Nunung Nurjati  | POLITENESS ASPECTS OF ENGLISH COMMUNITY PRACTICE IN PARE: A THEORETICAL OVERVIEW  |                                   |                           |
| 13.30 – 15.00 | Riza Sukma & Wiwid Nofa Suciati & Yuni Triastuti                    | BAHASA DALAM SYAIR TARI SAMAN GAYO SEBAGAI PEMBENTUK POLA PIKIR DAN POLA TINDAK MASYARAKAT LOKAL: SEBUAH KAJIAN ANTROPOLINGUISTIK | CLASS B308                        | COMMITTEE                 |
|               | Rosaria Mita Amalia & Yusuf Hamzah                                  | THE ART OF RHETORIC USING STYLISTIC DEVICES IN WORLD UNIVERSITIES DEBATING CHAMPIONSHIP: A Study of Pragmatics                    |                                   |                           |
|               | Wati Kurniawati   | INDEKS VITALITAS BAHASA LOM BERDASARKAN JENIS KELAMIN DAN USIA (LOM LANGUAGE VITALITY INDEX BY GENDER AND AGE)                    |                                   |                           |
| 15.00 – 15.30 | CLOSING SPEECH  |   | CONVENTION HALL, TTB A, 6th FLOOR | Drs. Pardi Suratno, M.Hum |
| 15.30 – 16.00 | BREAK (Certificate Handling)  |   | LOBBY HALL, TTB A, 6th FLOOR      | COMMITTEE                 |



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## DEVELOPING AN INDONESIAN HIGH SCHOOL CURRICULUM OF ELT THROUGH LITERATURE

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### Abstract

Teaching English language through literature is a common practice in the countries where English is used as the first or second language. The facts show that ELT in Indonesian high schools is dominated by linguistic contents while the teachers are prepared with both linguistic and literature contents. Thus, the objective of discussing such a topic is to propose the development of an ELT through literature curriculum for high schools in Indonesia. To provide for conceptual bases, a number of ELT curriculum development references including those written by Littlewood (1981), Richards (2001) and Nation (2010) are used in this article.

**Keywords:** teaching, English language, curriculum

### 1. INTRODUCTION

The history of English Language Teaching (ELT) in Indonesia is totally different from that of Malaysia and the Philippines in which at present, unlike what happens in Indonesia, English has its functional roles in education and other related activities (Paauw, 2009). During the Dutch colonial era, English was taught as a foreign language because of its status as an international language, and, since formal education was then designed for foreigners and a small number of privileged native people, English language mastery was not as important as that of Dutch, the formal colonial language. Besides that, for the elected few among the indigenous population, the colonial government set up Village Schools which aimed to spread literacy through reading and writing in vernacular languages. In the reading sessions, students were given literature materials from both Dutch and local stocks. It was not until 1914 that English was first taught in Indonesia although it never attained a status of communication medium in the society (Lauder, 2008). During the Japanese occupation, the teaching of European languages, including English, was banned and Japanese was the only foreign language formally taught at schools. After Indonesian independence, the teaching of English gained a status of the first foreign language to be formally taught at high schools and colleges. However, the language situation made it impossible for Indonesia to apply what Malaysia, Singapore and the Philippines did to English. In the three countries English was a colonial language and they could not just get rid of the language from their national language policies because it was not easy for them to come to an agreement on a lingua franca that can be accepted nationally. In Malaysia, for example, the innovation of ELT was introduced in 1979 when the government started the Reader Programme and in 2000 when literature programme was set up to speed up literacy among the students (Darus, 2010). In Singapore, the Ministry of Education released the latest *Literature in English Teaching Syllabus* for Lower and Upper Secondary schools in 2013 in which the areas of literary studies include plot, character, setting and atmosphere, theme and style (Ministry of Education, 2013).

However, a thorough evaluation of world-wide ELT materials reflecting how curricula were implemented showed that the teaching of literature was in need of improvement. In general, the traditional grammar translation method was still applied with vocabulary enrichment following although there was a growing awareness of developing more authentic material including literature in most countries under the study including Western and Eastern European, Asian and African countries (Tomlinson, 2008). Through extensive reading activities in which students can read what they want to read when and where they want to do it without being given a burden of answering comprehension questions, the teaching of English literature develops and improves the understanding of their own cultural values as well as those of others. However, in Indonesian context, in spite of the fact that there have recently been changes towards more student-centered strategies in ELT, the official curriculum is still heavily linguistics-based. The implementation of such a curriculum is to achieve the students' communicative competence in which the term communicative has been misunderstood to



include only oral and functional activities (Tomlinson, 1990) resulting in the discontinuation of learners' autonomy in terms of reading. On the one hand, teachers training colleges curricula in Indonesia provide literature courses to implement English teachers candidates with literary competences. On the other hand, the teaching of English at schools is based on communicative principles in which the teachers have no opportunities to teach literary materials. Therefore, the focus to be addressed in this paper is how Indonesian high school curriculum of ELT through literature can be developed successfully.

## 2. DISCUSSION

### 2.1. Indonesian high schools

Since the population of Indonesia, according to the national census of 2010, is more than 237.6 million, the management of schools involves a great number of schools, teachers and students. The total number of high school students alone is 22,123,541 which signifies how complicated it will be, for example, to talk about any effort of improvement. In terms of formal names, Indonesian high schools are divided into two levels, junior and senior, which are organised by two different ministries: Ministry of Education and Culture managing SMP (*Sekolah Menengah Pertama*) and SMA/K (*Sekolah Menengah Atas/Kejuruan*) and Ministry of Religious Affairs managing MTs (*Madrasah Tsanawiyah*) and MA/K (*Madrasah Aliyah/Kejuruan*). The senior high schools are further classified into their specialties: general and vocational schools. The following table shows the data about the high schools in Indonesia (<https://bps.go.id/linkTabelStatistik/view/id/1837> retrieved April 18, 2016).

Table 1. Indonesian high schools data

| No.   | School level | Number of     |                  |                   |
|-------|--------------|---------------|------------------|-------------------|
|       |              | schools       | teachers         | students          |
| 1.    | SMP          | 35,488        | 596,089          | 9,715,203         |
| 2.    | M.Ts.        | 16,283        | 266,278          | 2,817,027         |
| 3.    | SMA          | 12,409        | 278,711          | 4,292,288         |
| 4.    | M.A./MAK     | 7,260         | 132,277          | 1,099,366         |
| 5.    | SMK          | 11,726        | 186,401          | 4,199,657         |
| Total |              | <b>83,166</b> | <b>1,459,756</b> | <b>22,123,541</b> |

### 2.2 Curriculum development

Every teacher who is working for his or her students nowadays faces a multiple problematic situations including hardships among students, uncontrolled access to information and communication technology, economic crises and the like which place the teacher in a paralysed status and postmodernism offers new perspectives on how school curriculum should be developed (Slattery, 2006). Therefore, it is important for the teacher to start a new beginning by finding out alternative ways in his or her teaching activities. A "democratised process of inquiry," as Slattery writes (2006: 27), opens up a new perspective in the teaching and learning process by involving students in setting up instructional materials and goals, defining more collaborative classroom activities together, and organizing more interactive communications between the teacher and students. By applying this postmodern approach, the development of a curriculum is no longer controlled by a bureaucratic institution like the centre of curriculum, but it must also involve other related parties like parents, students, school administrators, curriculum planners and scholars, educational community members and consultants.

Besides, a curriculum development program must be managed under a certain theoretical platform. Such a program must also pay attention to a specific feature it deals with, for instance, when it is about language teaching, Richards's concepts are suitable as it is written in the book that the main concerns of the concepts involve "developing, implementing and evaluating language programs" (2001: 1). Another important book providing conceptual bases for a program of language curriculum design was written by Nation, the main objective of which is to provide "description of the steps involved in the curriculum design process" (2010: xv). The following table shows how the two books compare.



Table 2. A comparison of Richards's and Nation's concepts

|            | <b>Richards's</b>                   | <b>Nation's</b>           |
|------------|-------------------------------------|---------------------------|
| Step one   | Needs analysis                      | Environment analysis      |
| Step two   | Situation analysis                  | Needs analysis            |
| Step three | Goals and learning outcomes         | Principles                |
| Step four  | Course planning and syllabus design | Goals                     |
| Step five  | Effective teaching                  | Content and sequencing    |
| Step six   | Design of instructional materials   | Format and presentation   |
| Step seven | Approaches to evaluation            | Monitoring and assessment |
| Step eight | -                                   | Evaluation                |

There are, of course, advantages and disadvantages between the two resources. Richards supplies each of his seven steps with appendices containing practical criteria, procedures and examples on how to implement the steps. Nations implement his steps with more detailed conceptual descriptions in the following chapters beginning from approaches to curriculum design to how to teach the curriculum in real life situations. In relation to postmodern phenomena, the best way to use the two books in developing a language curriculum is to compromise the principles in every similar step and complete the whole development program with any details from both books necessitated for a comprehensive implementation in classroom situations. Therefore, the combined steps between the two books would be as follows.

- a. Needs analysis which is designed to find out whether the teachers, students, schools, parents, society and government really need literature materials in the learning of English. If they do so, it should also seek for the reasons for the needs.
- b. Situation or environment analysis which is performed to see the significance of the literature learning for students' immediate environment after graduation, for example whether workplaces and universities necessitate the learning outcomes of literature learning in the forms of character values like responsibility and order their first entry requirements. Availability and support of resources are also important part of this phase.
- c. Principles of the teaching and learning approaches and activities of literary materials must be designed and approved by both students and teachers.
- d. Goals and learning outcomes must be set up in line with national cultural interests.
- e. Course planning and syllabus design are prepared by also considering individual differences of the students, teachers and schools.
- f. Content and sequencing are organised in line with the delivery of English language materials for communicative purposes and effective teaching.
- g. Design of instructional materials in certain types of format and presentation should be planned carefully to include certain character education values that comprehensively accommodate both schools' visions and missions and government's programs.
- h. Continuous quality improvement is programmed through the implementation of internal and external monitoring assessment and evaluation.

An important factor to consider in the development of the curriculum is the learning process of English language through literature itself. Nygaard and Cerrano (2010) propose four principles of learning as follows.

- a. Exchange process in which the parents are also assigned important roles in the process of learning certain educational values by filling up certain assessment forms prepared by the teachers.
- b. Practice-based knowledge process in which the students gain new knowledge from practicing certain character education values in their immediate environments.
- c. Personal experience process in which the students and teachers work together to solve certain problems related to a particular work of art, and then they share what they personally get from the cooperation.

- d. Academic-based knowledge in which the teachers lead learning activities by using certain theories or concepts to analyse a particular work of literature.

### 2.3 The curriculum of ELT through literature

Works of literature, both canon and popular, provide authentic texts in the teaching of language (Hişmanoğlu, 2005) covering both the teaching of basic language skills (listening, speaking, reading and writing) and language focus (vocabulary, grammar and pronunciation). The most important result of using literature in ELT is “literary competence” (Lazar, 1993: 11) through which students learn unconsciously to master at least the theme and plot of the story they read. By analysing the theme and plot of a literary work, the students would learn certain moral and educational values which are very important parts of character education. Therefore, for a successful implementation of ELT through literature curriculum development, the following aspects of curriculum implementation must be given higher priorities.

- a. Materials development must also cover both print and non-print resources (Janesick, 2003) including interactive online media that can be shared by both teachers and students synchronously and asynchronously.
- b. In terms of communicative competence, ELT through literature must also emphasise the importance of understanding and expressing functional and social meanings (Littlewoods, 1981).
- c. Teachers literature empowerment plans must be programmed ahead of the curriculum implementation due to the fact that most English language teachers in Indonesia are not familiar with teaching literary materials so far because the formal ELT curriculum only accommodates the teaching of language basic skills and focus.
- d. The implementation of whole school approach (Nias, Southworth & Campbell, 1992) in ELT is another benefit because by involving parents in the learning of English language through literature, familial relationships would improve as well.
- e. Universal cultural values must be agreed on among teachers and parents to cope with demanding situations around the students and vicinity where they live. They are powerful instruments to realise what education must do to the students and their family.

### 3. CONCLUSION

The development of ELT through literature curriculum is an effort to both provide students with authentic materials and create opportunities for extensive reading activities the end results of which are the development of the students’ literary competence and the improvement in their communicative competence. The development of such a curriculum can be carried out by combining two conceptual platforms written by Richards and Nation.

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